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ABSTRACT

Data on Texas teachers underscore the need for teacher education programs to prepare increasing numbers of teachers, and for those teachers to be better prepared with strong subject content knowledge and skills to address the diverse student needs they will encounter in the classroom. This paper presents a data profile of the Texas teacher, emphasizing those characteristics that are most closely linked to preparation programs. It also describes the current system for approving professional educator preparation programs and certifying teachers and policy issues being addressed by the State Board of Education as they move toward an outcome-based accountability system. The outcome based institutional accountability system will provide institutions of higher education with the flexibility to design a variety of undergaduate degree preparation programs and alternative cerrtification programs to meet the diverse needs of prospective teachers and respond to the changing needs of students. The report presents statistical tables, with explanations, on: a profile of the Texas teacher; teachers with advanced degrees; gender and ethnicity of teachers and students; teaching experience and teacher turnover; changing focus of State education policy; teacher assessment and evaluation; outcomes for teacher education; and a comparison of Texas and national policy making roles for professional educator preparation and certification. A selected bibliography is included. (LL)

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Policy Research

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Professional Educator Preparation Policy Development in Texas

The Texas system for approving professional educator preparation programs and certifying teachers targets procedural components of the programs. Performance of graduates may influence an institution's reputation, but the current program approval process does not hold the institution of higher education accountable for the performance of graduates. Data on Texas teachers underscore the need for teacher education programs to prepare increasing numbers of teachers, and for those teachers to be better prepared with strong subject content knowledge and skills to address the diverse student needs they will encounter in the classroom.

In the past year the State Board of Education (SBOE) established an institutional accountability system for the state's public schools designed to hold school districts accountable for student learning. The logical next step is to apply similar policies to teacher preparation programs. Under an outcome-based accountability system, institutions are held accountable for providing graduates with the knowledge and skills needed by teachers to produce the most effective results in the classroom.

Outcome-based standards and a comprehensive performance-based teacher evaluation system corresponding to the standards could replace SBOE rules regulating specific program components, providing institutions of higher education with the flexibility to design a variety of programs to meet the diverse needs of prospective teachers and respond to the changing needs of students. Such preparation programs would be part of an ongoing collaborative effort between institutions of higher education and schools to provide professional preparation and development based on emerging needs and individual goals of teachers.

Report Number 1, January 1993

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Professional Educator Preparation Policy Development in Texas

> In the future, professional preparation and development must be viewed as an ongoing collaborative effort . . . attentive to the changing needs of the educator, as well as the changing needs of society.
>
> *Report of the State Board of Education*
> *Task Force on Professional Preparation and Development*
> *September 1992*

The State Board of Education (SBOE) has undertaken a major change in the focus of public education policy. Past state policies focused on improving educational inputs for public schools, such as length of class periods and teaching methodology used, and ensuring student competency in basic skills. The emphasis today is on holding schools and districts accountable for developing complex problem solving and higher order thinking skills in students. This in turn requires that teachers be able to respond to current and emerging needs of a population of students that is increasing in size and diversity. To meet this demand, the focus of state policy related to professional educator preparation programs must also change. In the future, professional preparation and development must be viewed as an ongoing collaborative effort among public schools, institutions of higher education, and others that reflects state-of-the-art teaching and learning practices based on current research. A new emphasis on accountability for institutions of higher education will result in greater flexibility for them to work collaboratively with schools to design programs that prepare teachers for the changing demands and diverse learning styles of students.

This paper presents a data profile of the Texas teacher, emphasizing those characteristics that are most closely linked to preparation programs. It also describes the current system for approving professional educator preparation programs and certifying teachers and the policy issues being addressed by the SBOE as they move toward an outcome-based accountability system. Reforms taking place in Texas are guided by research-based reform efforts at the national level. Yet many of the strategies for restructuring teacher education programs, such as field-based experience in low-performing schools, have already been implemented in Texas through alternative certification programs and centers for professional development and technology. The sunset process, which requires review of SBOE rules related to teacher education and certification in 1993, has provided the vehicle for expanding these strategies to all professional educator preparation programs.

Teacher Education Programs

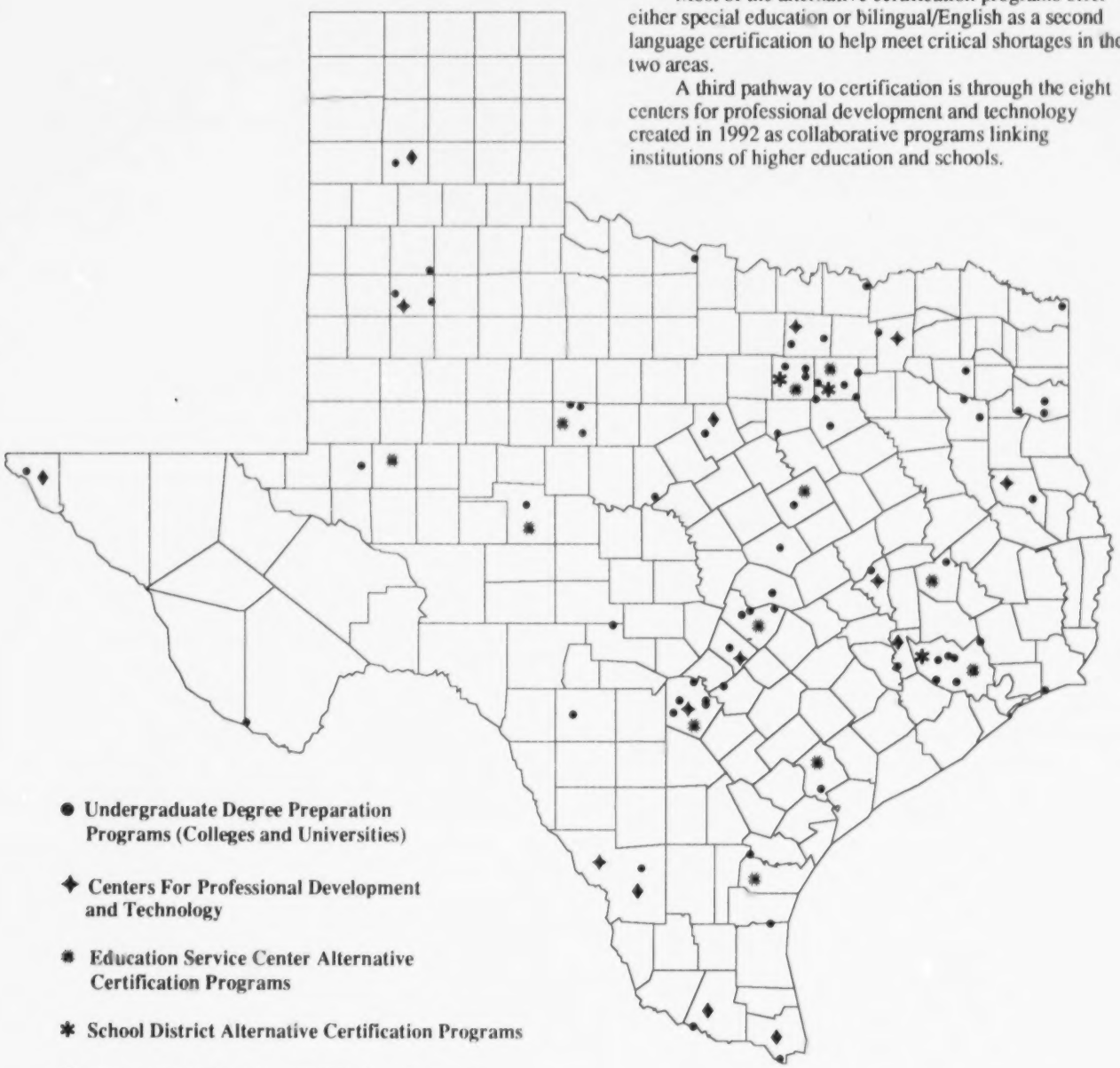
Teacher education reform in the 1970s and early 1980s mandated tighter controls over teaching in an effort to raise educational standards. The theory underlying this "rational planning" model of state policy development was that regulation of processes would improve educational quality by insuring the quality of personnel, materials, facilities, and program content. Much of the Texas system for educating and certifying teachers and other professionals is a product of these early reforms. The current system targets procedural components for approval of programs and uses different approval processes for each of the three major pathways to teacher certification: under-graduate degree preparation programs

Professional Educator Preparation Programs

Sixty-eight Texas colleges and universities have undergraduate degree preparation programs. There are also 23 alternative certification programs in the state at colleges and universities, regional education service centers, and school districts.

Most of the alternative certification programs offer either special education or bilingual/English as a second language certification to help meet critical shortages in these two areas.

A third pathway to certification is through the eight centers for professional development and technology created in 1992 as collaborative programs linking institutions of higher education and schools.



- ● Undergraduate Degree Preparation Programs (Colleges and Universities)
- ✦ Centers For Professional Development and Technology
- ✸ Education Service Center Alternative Certification Programs
- ✱ School District Alternative Certification Programs
- ♦ University Alternative Certification Programs

and graduate programs offered through institutions of higher education, alternative certification programs for individuals with a bachelor's degree, and centers for professional development and technology.

There are sixty-eight institutions of higher education offering undergraduate degree preparation programs that include course work for specific academic specialties, grade levels, and special populations. Forty also offer graduate programs. Currently, Texas standards prescribe in great detail the qualifications for approval of preparation programs at institutions of higher education, such as the number of semester hours in each subject area necessary for certificate completion, faculty qualifications, course curricula, and physical facilities requirements. If a program meets all the requirements, it is approved for an indefinite period of time. Institutions with approved preparation programs in Texas include public and private colleges and universities that vary greatly in size, institutional wealth, and characteristics of students. All graduates of these programs must pass the appropriate content and pedagogy examinations to be certified. Although test performance data do not provide a complete picture of program effectiveness, they can indicate much about the quality of preparation that students receive. During the 1992 school year, the percent of content tests passed by first-time takers ranged from a low of 20 percent at one institution to a high of 100 percent at others. Although performance of graduates may influence an institution's reputation, the current program approval process does not hold the institution accountable for the performance of graduates.

The process for approving teacher preparation programs in institutions of higher education by regulating specific program components limits the flexibility of these programs. This limited flexibility in undergraduate degree preparation programs, combined with the continued shortage of teachers in certain areas, led to the creation of alternative teacher certification programs in Texas in 1985. The alternative certification programs in the state are based on three different delivery models: the higher education model, regional education service center (ESC) model, and school district model. Seven alternative certification programs are based on the higher education model and are located at colleges or universities with undergraduate degree preparation programs. Twelve programs are located at ESCs and rely more heavily on training delivered at the ESC than on higher education course work. Four large school districts have developed their own alternative certification programs that rely on district-provided training. Collaboration among colleges and universities, ESCs, and school districts is a central component of all alternative teacher certification programs. Each of these programs is designed to attract individuals who already have at least a bachelor's degree in a field other than education to the teaching profession and involves teaching with a trained mentor along with formal instruction in the theory and practice of teaching. These characteristics are true also of alternative certification programs in other states. Alternative certification programs have proven to be successful at attracting greater numbers of minority teachers and teachers who bring important workplace experience into the classroom, while responding to the need for additional teachers in shortage areas.

In addition to preparation programs at institutions of higher education and alternative certification, centers for professional development and technology provide a third pathway to certification. Eight centers were established at colleges and universities with undergraduate degree preparation programs in 1992. The centers provide an additional opportunity for institutions of higher education with approved teacher education programs to develop field-based programs collaboratively with schools and ESCs. Proposals for the centers combine the best features of the undergraduate degree preparation programs with the best features of the alternative certification programs. Their programs are more child centered and expose prospective teachers to students with a wide range of learning styles through partnerships with low-performing schools. The centers also emphasize staff development as it relates to technology and learning. In addition, the centers must develop evaluation strategies that focus on student and teacher outcomes. These centers, along with undergraduate degree preparation programs and alternative certification programs, are the three main sources of teachers for Texas. Sixty-three percent of examinees seeking initial certification in 1992 were completing requirements through a Texas university and 10 percent were from alternative certification programs. The remaining 27 percent were seeking certification based on possessing a certificate in another state.

Profile of the Texas Teacher

There were 212,578 teachers in Texas public schools in the 1992 school year, the second largest teaching force in the nation. If recent trends continue, the teaching force will increase by approximately three percent a year for the next three years. In 1992 there were 6,746 more teachers than in 1991. About 62 percent of new teachers hired nationally in 1988 were hired straight out of college. Of those former teachers returning to the profession, 22 percent were rehired directly from

graduate school. Consequently, professional educator preparation programs are the primary source of training that most new and many returning teachers bring to the classroom. (Additional information on teachers with advanced degrees can be found on pages 5 and 6.) Many factors that have an impact on teacher turnover in school districts and teacher retention, such as teacher salaries, working conditions, and the availability of mentoring programs for new teachers, are outside the control of the preparation programs. However, research on the first five years of teaching shows that educational preparation is related to classroom effectiveness, which also has an impact on teacher retention.

Four percent of all Texas teachers hold an emergency teaching permit, meaning they are not licensed to teach the classes to which they are assigned. Approximately 38 percent of all Texas teachers are assigned to elementary or self-contained middle grade classes; three percent of these teachers hold an emergency teaching permit. The two areas with the greatest proportion of teachers who hold emergency permits are bilingual education and special education. For the past three years, the U.S. Department of Education has designated these as teacher shortage areas in Texas, making teachers in these areas eligible for loan deferments or a reduction of teaching obligation under federal loan and scholarship programs. Most Texas alternative certification programs offer either special education or bilingual/English as a second language certification to help meet these critical shortages. In a national survey conducted in 1990 by the Carnegie Foundation for the Advancement of Teaching, 20 percent of Texas teachers responded that they were assigned to teach subjects in which they felt unqualified. This suggests that even teachers who are licensed do not always feel fully prepared to teach the classes to which they are assigned.

Chart 1 shows a breakdown of secondary school teachers by subject taught. Upon completion of a degree or an alternative certification program, prospective teachers must pass the appropriate Examination for the Certification of Educators in Texas (ExCET) content and pedagogy tests as a certification requirement. Fewer than five percent of science teachers and fewer than four percent of mathematics teachers have emergency teaching permits, suggesting that shortages in these subject areas are no more serious than the overall teacher shortage problem. However, less than 70 percent of first-time takers passed the science and mathematics ExCET tests in 1992. The low passing rate raises concerns about the state's ability to maintain an adequate supply of qualified mathematics and science teachers.

While the student population has become increasingly diverse, the teaching force has changed little over the past five years. In 1992, 51.0 percent of Texas students were minorities compared with 22.6 percent of teachers. (The charts on page 8 present more detailed information on students and teachers by gender and ethnicity.) The number of students from low-income homes also has increased. Almost 42 percent of all students are economically disadvantaged.

Chart 1

Secondary Teachers by Subject Area — 1992 School Year

Subject Area	Teachers (FTE)	Percent With Emergency Permits	ExCET Tests Taken	Percent of Tests Passed
English Language Arts	26,907	4.8%	5,306	82%
Mathematics	15,060	3.8%	1,279	64%
Science	12,412	4.9%	2,002	67%
Social Studies	12,552	3.7%	2,711	74%
Physical Educ. & Health	13,306	4.2%	2,398	83%
Foreign Language	3,230	5.2%	542	81%
Fine Arts	10,731	2.9%	1,098	82%
Computer Science	1,614	6.7%	548	52%
Business Education	2,492	4.9%	534	80%
Vocational Education	9,108	6.2%	473	88%

Four percent of all Texas teachers hold an emergency teaching permit, meaning they are not certified to teach the classes to which they are assigned. Although 6.7 percent of computer science teachers have emergency permits, this represents a fairly small number of teachers. Less than five percent of science teachers and less than four percent of mathematics teachers have emergency teaching permits, suggesting that shortages in these subject areas are no more serious than the overall teacher shortage problem. However, less than 70 percent of first-time takers passed the science and mathematics ExCET tests in 1992. The low passing rate illustrates the concern about the state's ability to maintain an adequate supply of qualified mathematics and science teachers. Prospective teachers take the ExCET their last semester in college or upon completion of an alternative certification program. Prospective teachers passing the examination in 1992 would generally be available to teach in the 1993 school year.

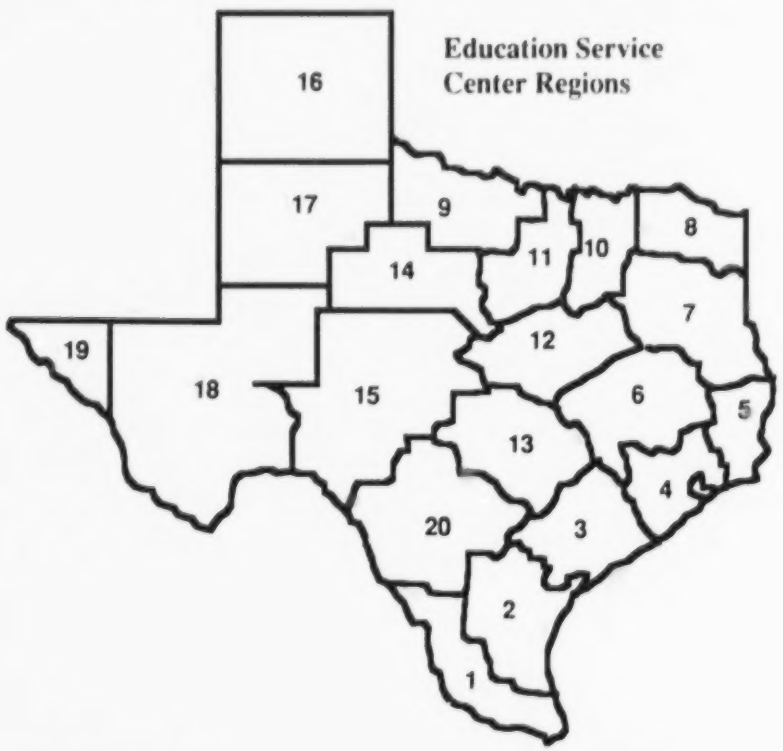
Teachers with Advanced Degrees

In Texas, 69 percent of teachers held a bachelor's degree as their highest academic degree in 1992, and about 30 percent held a graduate degree. Fewer than one percent of Texas teachers have a doctoral degree; most of the 30 percent have a master's degree. Nationally about 40 percent of teachers hold a master's degree. This table shows differences in the percent of teachers with advanced degrees among categories of school districts.

Larger districts have a larger proportion of teachers with advanced degrees. Thirty five percent of the teachers in the eight largest districts have an advanced degree, compared to 23 percent of teachers in the districts with less than 500 students.

District wealth is defined as total taxable property value divided by enrollment and is used as an indicator of a district's ability to raise local funds. Districts are classified into 10 categories with approximately equal numbers of districts in each. Wealthier districts employ a larger proportion of teachers with advanced degrees than poorer districts. However, there is no difference in the percent of teachers with advanced degrees when districts are grouped by operating cost per pupil.

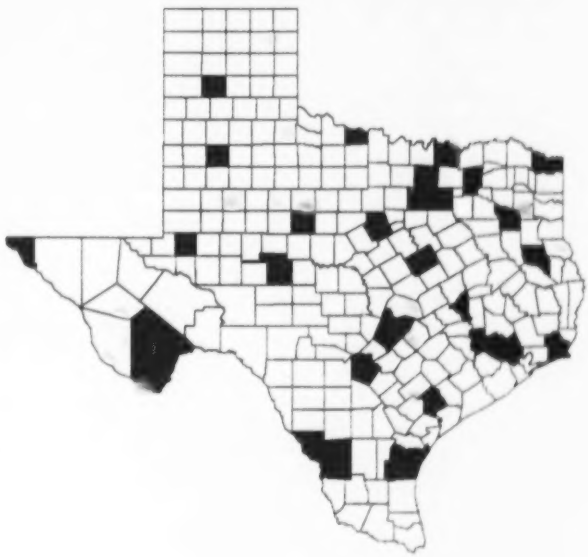
Only 18 percent of the teachers in the Edinburg education service center (ESC) region have advanced degrees, the lowest percentage of any ESC region. This is consistent with the teaching experience data, which show that the Edinburg region has a high percentage of beginning teachers. In contrast, districts in the Richardson, Mount Pleasant, and Kilgore regions in the northeast corner of the state have 41, 40, and 39 percent of teachers with advanced degrees, respectively.



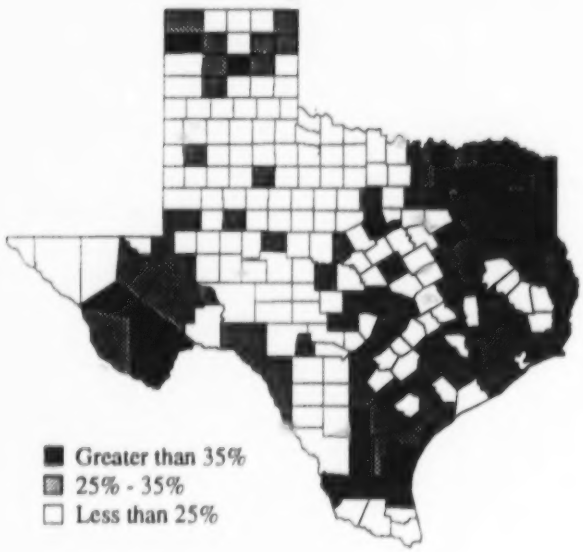
Number of Districts		% with Advanced Degree
District Enrollment		
8	Over 50,000	35
18	25,000 to 49,999	33
47	10,000 to 24,999	29
59	5,000 to 9,999	31
80	3,000 to 4,999	30
130	1,600 to 2,999	26
118	1,000 to 1,599	27
208	500 to 999	25
382	Under 500	23
District Wealth		
104	Under $76,272	21
104	$76,272 to $90,118	23
105	$90,119 to $106,053	27
104	$106,054 to $124,839	24
105	$124,840 to $140,577	30
104	$140,578 to $165,104	33
105	$165,105 to $202,678	30
104	$202,679 to $259,734	34
105	$259,735 to $438,516	40
104	Over $438,516	36
6	Special Districts	30
ESC Region		
38	I Edinburg	18
43	II Corpus Christi	35
41	III Victoria	26
55	IV Houston	33
29	V Beaumont	31
57	VI Huntsville	28
98	VII Kilgore	39
48	VIII Mt Pleasant	40
40	IX Wichita Falls	21
79	X Richardson	41
77	XI Fort Worth	30
78	XII Waco	24
56	XIII Austin	28
43	XIV Abilene	22
44	XV San Angelo	22
67	XVI Amarillo	25
61	XVII Lubbock	22
33	XVIII Midland	24
13	XIX El Paso	21
50	XX San Antonio	32

Teachers with Advanced Degrees

Counties with Graduate Programs in Education



Percent of Teachers With Advanced Degrees



Number of Districts		% with Advanced Degree
Average Teacher Experience		
256	Under 9.7 Years	22
278	9.7 to 11.2 Years	26
247	11.2 to 12.4 Years	33
269	Over 12.4 Years	37
Percent Economically Disadvantaged		
118	Under 20%	37
179	20% to 30%	32
234	30% to 40%	31
354	40% to 60%	29
121	60% to 80%	29
44	Over 80%	23
1050	State Total	30

There is a relationship between percent of teachers with advanced degrees and the average years of experience of teachers in the district. Districts in which the average years of experience of teachers is higher also have a higher percentage of teachers with advanced degrees. College course work can be applied toward requirements for the teacher career ladder, leading some teachers to pursue an advanced degree during the summer months while teaching during the regular school year. The ability of teachers to pursue an advanced degree while employed is limited by the proximity to the school district of an institution of higher education that offers a graduate program in education. As the maps illustrate, school districts located near the 40 Texas colleges and universities that offer graduate programs in education generally have more teachers with advanced academic degrees. The proximity to graduate programs may help explain the high percentage of teachers with advanced degrees in the ESC regions in the northeast corner of the state and the low percentage in the Rio Grande valley.

Districts with few students who are economically disadvantaged employ more teachers with advanced degrees than districts in which the majority of students are economically disadvantaged.

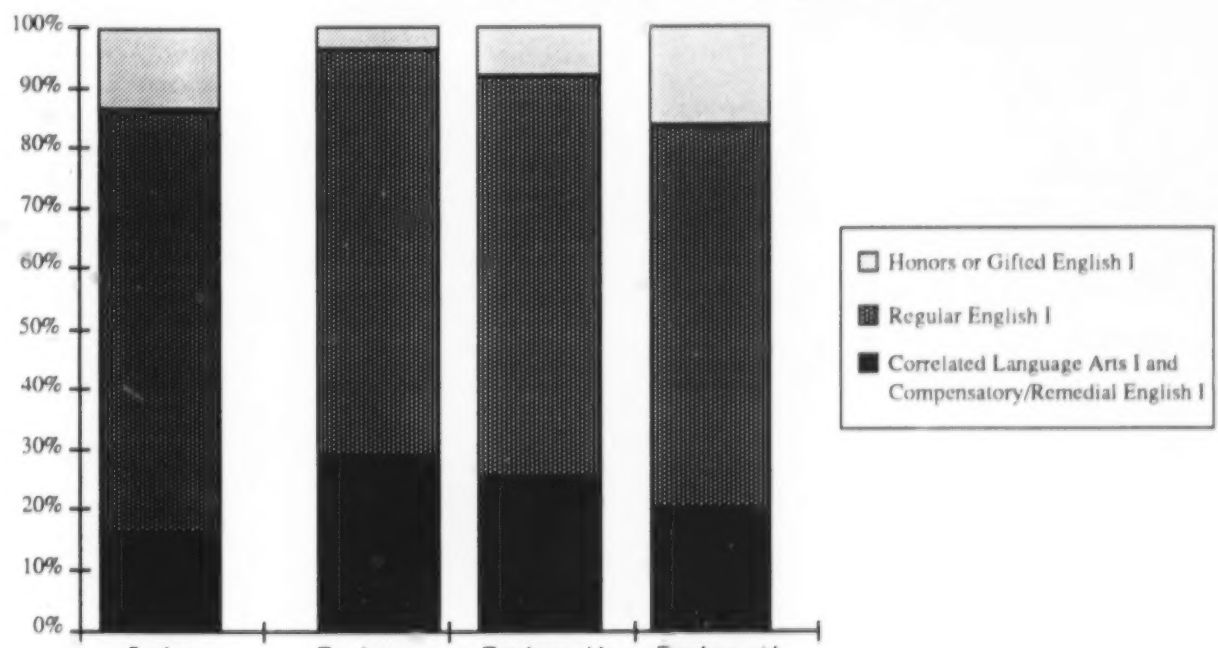
Percent economically disadvantaged is the percentage of enrolled students who meet any of a number of conditions such as eligibility for free and reduced-price meals under the National School Lunch and Child Nutrition Program or family income below the poverty line.

With the number of minority and economically disadvantaged students increasing faster than the student growth rate, the need for teachers who enter the profession prepared to handle a diverse student body is greater than ever. This is particularly true since new teachers are disproportionately assigned to the lower-level classes. Research suggests that many students assigned to lower-level classes have different learning styles, which impedes their ability to learn when taught with traditional delivery models. Low-level classes are also often composed of large proportions of minority students. As Chart 2 illustrates, about 16 percent of all students enrolled in the first high school English course were assigned to Correlated Language Arts I or compensatory or remedial English I. These classes more often than regular, honors, and gifted English I classes were likely to be taught by teachers with five or fewer years of teaching experience. Most low-level courses such as Correlated Language Arts are rapidly being phased out as graduation credits. However, this will not necessarily eliminate the practice of tracking students by prior achievement and assigning new teachers to low-performing students. These teachers must be prepared to handle students with different learning styles that require a variety of teaching methods and students with culturally diverse backgrounds.

Almost 12 percent of the teachers employed in Texas public schools in 1991 did not return to the same school in the fall of the 1992 school year. School districts with low passing rates on the Texas Assessment of Academic Skills (TAAS) tests have a higher percentage of teacher turnover when compared with all other districts. School districts with lower average Scholastic Aptitude Test (SAT) and American College Testing Program (ACT) scores also have higher turnover rates. Many variables have an impact on both student performance and teacher turnover rates. (The tables on pages 10, 16, and 20 provide additional information on teaching experience and teacher turnover.)

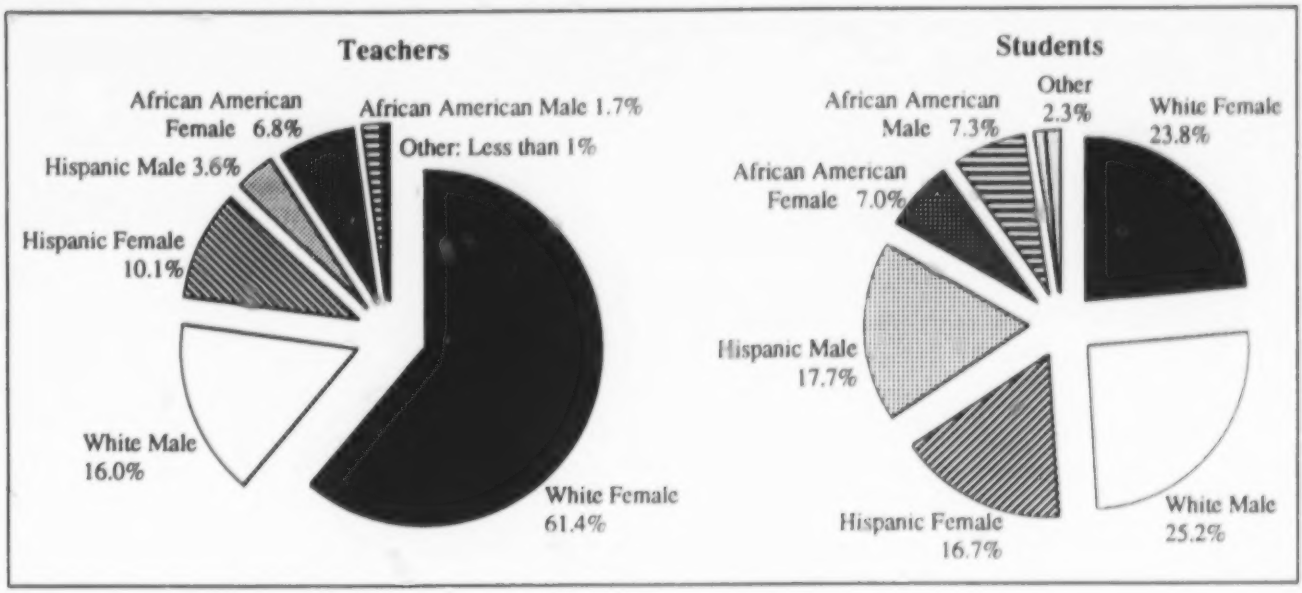
Chart 2

Students and Teachers in First Year English Classes



Although most low-level courses are rapidly being phased out through State Board of Education rule and local district initiative, 16 percent of first year English students were enrolled in Correlated Language Arts I or remedial or compensatory English I classes in 1992. Almost 30 percent of the first year English teachers with no prior teaching experience were assigned to theses classes. Low-level classes have disproportionate numbers of economically disadvantaged and minority students, groups whom new teachers are least likely to be prepared to teach.

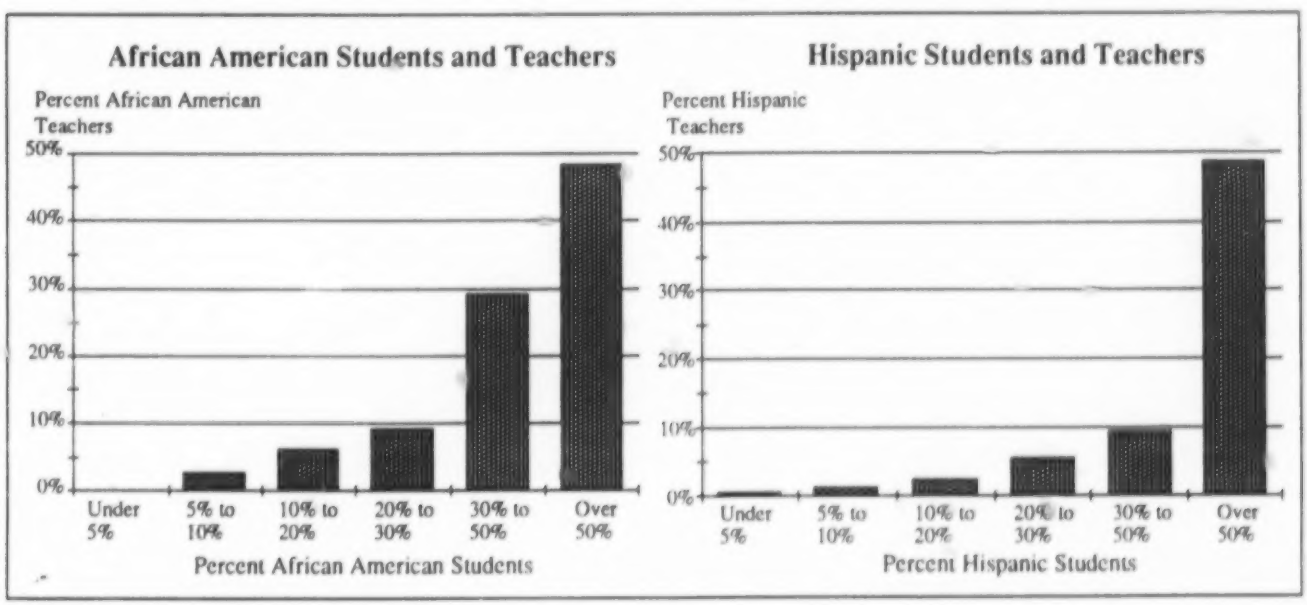
Gender and Ethnicity of Teachers and Students



The 1992 student population was 51 percent female and 49 percent male. Over 75 percent of teachers that year were female; over half were white females. The charts and tables on this page compare the ethnic and gender composition of the student body and the teaching force.

An objective of the State Board of Education is to have a teaching force that reflects the ethnic composition of the state. Students need role models of their own gender and racial or ethnic group, and all students need exposure to professionals who reflect the diversity of the state. African American and Hispanic male students have few teacher role models.

Teachers are not dispersed evenly among districts by ethnicity and gender. Elementary schools have an even larger proportion of female teachers; high schools have more male teachers. Districts in which over half of the students are African American or Hispanic have a teaching force that is almost half African American or Hispanic, respectively. In districts in which 30 to 50 percent of the students are Hispanic, however, less than ten percent of the teachers are Hispanic.



These numbers underscore the need for Texas teacher education programs to prepare increasing numbers of teachers, and for those teachers to be better prepared with strong subject content knowledge and skills to address the diverse student needs they will encounter in the classroom.

Sunset of Teacher Education and Certification Rules

Under legislation passed as part of Senate Bill 1 in 1990, SBOE rules covering teacher education and certification will expire June 1, 1993, unless they are readopted after September 1, 1992. In June last year, the SBOE approved a calendar for reviewing the chapters of the *Texas Administrative Code* that relate to those topics. This sunset review process has provided the SBOE the opportunity to address major issues related to professional educator preparation policy development.

Outcome-Based Standards

The first policy issue the SBOE addressed was whether to maintain the current process-driven system for approving professional educator preparation programs and certifying education professionals. One alternative to maintaining the current system was to develop an outcome-based institutional accountability system to assess a program's potential for continued approval by focusing on the product of the program — the beginning teacher. Under an outcome-based accountability system, institutions are held accountable for providing graduates with the knowledge and skills needed by teachers to produce the most effective results in the classroom. Outcome-based standards adopted by the SBOE replace rules regulating specific program components. This deregulation provides institutions with the flexibility to design undergraduate and alternative preparation programs that are based on the needs of the beginning teacher rather than regulatory compliance. Program assessment would be undertaken regularly; continued approval would have to be earned.

In the past year the SBOE established an institutional accountability system for the state's public schools using the Academic Excellence Indicators System, the state assessment program, and the accreditation and monitoring systems.

Systemic Change in Teacher Education and Certification

Initiatives for outcome-based assessment have been widely promoted throughout the United States. This change in state educational philosophy and the use of academic report cards persuaded the National Association of State Directors of Teacher Education and Certification (NASDTEC) to integrate these aspects in its own standards and create a model of teacher outcome standards.

The NASDTEC also realized the need to provide standards based on developmental appropriateness; that is, standards by which teaching could be assessed differently in the elementary, middle, and high school areas. This approach evolved from the development of teacher education, licensing or certification evaluation, and staff development or improvement efforts.

Once developmental standards are in place, old patterns of teacher preparation may shift. The time line for teacher preparation may become variable, as opposed to constant, and the outcome may become constant, unlike the variable outcomes that occur today.

Outcome expectations under this new model of teacher preparation include readiness for school, student development, curriculum, instruction, assessment, school improvement, home/school and community, resource management, support services, technology, and youth services. The underlying assumptions for each of these areas of outcome-based standards include learning demonstrations, unique settings, role of the job, and exit outcomes.

The collection of evidence in each of these outcome areas results in a teacher portfolio, that in turn is also used to assess teacher performance. A sample portfolio entry includes research, video of teaching skill, lesson plans, examples of self-assessment tools, and resources. A teacher would demonstrate ability in each of the outcome areas using portfolio entries.

Outcome standards are used to deregulate the process of teaching. State outcome standards will vary, as each state defines the entire program and has the right to preserve any existing standards or program requirements, while tailoring the outcomes to fit its needs.

Nicholas Hobar, President and Senior Partner of Workforce 2000, Inc. and member of the Executive Board of the National Association of State Directors of Teacher Education, presentation to the Committee on Long-Range Planning at the September 1992 meeting of the State Board of Education

Teaching Experience and Teacher Turnover

Number of Districts		Average Years of Experience	Percent w/ No Prior Experience	Turnover Rate
	District Wealth			
24	Under $44,827	9	9.4	13.3
36	$44,827 to $63,744	11	8.3	12.3
80	$63,744 to $81,747	11	6.5	11.8
132	$81,747 to $99,824	11	6.6	13.7
50	$99,824 to $108,067	12	5.9	10.5
67	$108,067 to $120,027	11	6.6	11.1
65	$120,027 to $130,961	11	6.3	12.1
40	$130,961 to $136,490	11	5.8	11.8
26	$136,490 to $140,227	11	6.8	12.0
60	$140,227 to $155,509	11	5.0	11.3
40	$155,509 to $163,412	11	7.8	12.1
45	$163,412 to $176,418	11	6.9	12.1
38	$176,418 to $190,732	12	5.4	11.8
57	$190,732 to $215,663	11	5.8	12.4
50	$215,663 to $240,258	12	5.3	10.1
1	$240,258 to $240,954	12	9.7	11.9
41	$240,954 to $277,696	12	4.8	10.9
14	$277,696 to $300,182	13	4.3	11.3
38	$300,182 to $344,184	12	4.3	11.1
140	Over $344,184	12	4.7	11.8
6	Special Districts	11	6.0	13.1
	Operating Cost per Pupil			
210	Under $3,714	11	6.7	11.6
210	$3,714 to $4,075	11	6.7	11.7
210	$4,076 to $4,517	12	5.5	11.5
210	$4,518 to $5,327	12	6.0	12.3
210	Over $5,327	12	5.5	14.5
1,050	State Total	11	6.3	11.8

This table presents average years of experience of teachers, percent of teachers with no prior teaching experience, and teacher turnover rate for categories of school districts. Districts are grouped based on one or more demographic characteristics.

The turnover rate for teachers is the percent of teachers employed in the spring of the 1991 school year who were no longer employed by the same school district in the fall of the 1992 school year.

This table shows 20 categories of wealth with approximately equal numbers of students in each. Average years of experience of the teaching force in the poorest districts is below the state average, the percent of teachers with no prior teaching experience is higher than the state average, and the teacher turnover rate is higher than average. The opposite is true of the wealthiest districts, where the average teaching experience is higher, there are fewer teachers with no prior teaching experience, and the teacher turnover rate is lower. For most of the districts in the state, however, there is no clear relationship between district wealth and experience and tenure of the teaching staff.

This is also true of district operating cost and experience of the teaching staff. Operating cost per pupil is the sum of all expenditures budgeted for the operation of the district, divided by total enrollment. It does not include debt service or capital outlay. Districts are grouped into five categories with equal numbers of districts in each.

This suggests that for all except the very poorest and wealthiest districts, districts with greater wealth and higher operating expenditures are not more successful at attracting and retaining experienced teachers.

This linked system is designed to hold school districts accountable for student learning. The state policy emphasis was changed from a process and compliance system to one emphasizing the product — the student and how well the student reaches real-world learning outcomes. The logical next step is to apply similar policies to teacher and administrator preparation programs.

The Commission on Standards for the Teaching Profession (CSTP) was created in 1979 to advise the SBOE on standards for approval of teacher education programs. In June 1992, the SBOE urged the CSTP to move toward an outcome-based design for approval of professional educator preparation programs. The CSTP asked the Texas Consortium of State Organizations for Teacher Education (CSOTE) to identify outcomes for Texas teachers and to recommend standards for beginning Texas teachers and appropriate assessment measures for those standards. The CSOTE then appointed a Task Force on Outcomes-Based Standards for Beginning Teachers to provide guidance and direction in developing the standards.

The CSOTE task force members agreed that there are identifiable outcome behaviors that all teachers must possess regardless of how teachers are licensed. The same outcomes would apply to teachers entering the profession through undergraduate degree preparation programs offered through institutions of higher education, alternative certification programs, and centers for professional development and technology. The CSOTE task force is considering Council of Chief State School Officers (CCSSO) and National Association of State Directors of Teacher Education and Certification (NASDTEC) outcomes, and other national and state reports, in recommending outcome-based standards for beginning teachers.

Changing Focus of State Education Policy

	Schools and Students	Institutions of Higher Education and Teachers
Processes	Process-driven accreditation system. Schools responsible for inputs and processes.	Process-driven program approval system. Institutions accountable for inputs and processes.
Outputs	Test student basic skills and minimum competencies. Students accountable for achievement. 1980 TABS 1986 TEAMS	Test prospective teachers for entry to programs and for certification. Teachers accountable for professionalism. 1984 PPST 1986 ExCET 1987 TTAS 1989 TASP 1991 TOPT
Outcomes	Assess student problem solving abilities and higher-order thinking skills. Schools accountable for student performance. 1990 TAAS 1991 AEIS 1991 NAPT 1993 Outcome-based accountability system linked with AEIS	Assess beginning teachers' classroom performance. Institutions accountable for performance of graduates. Proposed timeline for the new outcome-based professional educator preparation program accountability system: **1994** Programs accountable to performance indicators of new system **1995** Individuals enter programs under new system **1998** Certificates issued under new system

The CCSSO is currently creating a national model for licensing new teachers that will serve as a policy guide for states. At the same time, the NASDTEC is developing outcome-based standards for the approval of teacher education programs. The NASDTEC standards, like the CCSSO model, will be used by states as a resource for policy planning. The table on pages 13 and 14 is a comparison of outcomes for teacher education programs developed by CCSSO and NASDTEC. The outcomes are organized by the nine goals defined in the SBOE report *Quality, Equity, Accountability: Long-Range Plan for Public Education 1991-1995.*

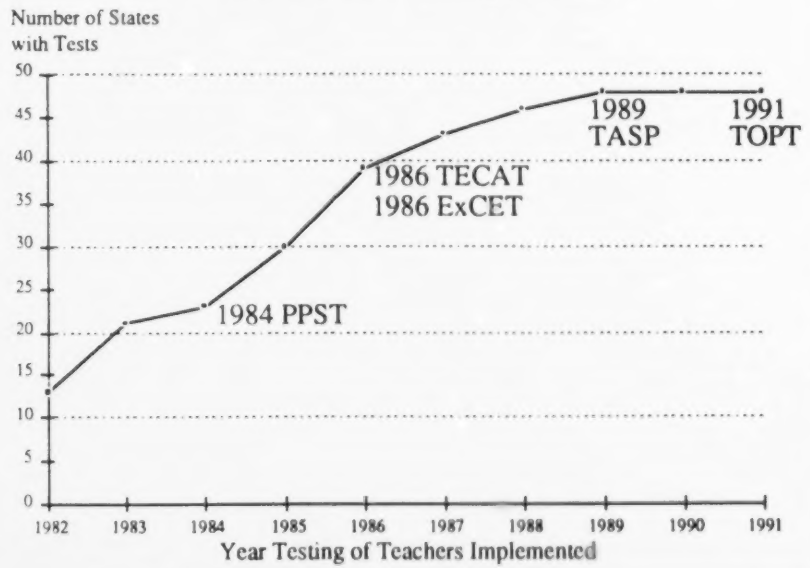
Teacher Assessment and Evaluation

If professional educator preparation programs are to be held accountable for the performance of their graduates, then teacher assessment measures corresponding to the outcome-based standards must be developed. As Chart 3 illustrates, by 1991, 48 states had implemented statewide teacher competency tests in basic skills, subject matter, or professional knowledge as a requirement for admission to teacher education programs, certification, or both. These tests reflect a national move toward greater professionalism for teachers that parallels the move toward deregulation of schools. Professionalism incorporates factors such as specialized knowledge, autonomous performance, and responsibility for student welfare. Higher standards for teacher preparation and certification to ensure teacher competence are seen by education policy-makers as a necessary guarantee if the teaching process is to be deregulated and teachers are to be given greater autonomy in the classroom. Empowering professionals in the classroom to make decisions regarding student needs changes the focus of teaching from regulatory compliance to improving student achievement.

Legislation creating the Texas teacher assessment program was passed in 1981. In 1984 the Pre-professional Skills Test (PPST) was first administered to teacher education program applicants. The PPST, a national test designed for admission to teacher education programs, was replaced in 1989 by the Texas Academic Skills Program (TASP). TASP is a basic skills test of reading, writing, and mathematics that all students attending Texas public colleges and universities must pass during their first year in attendance. In 1986 all practicing teachers and administrators were required to pass the Texas Examination of Current Administrators and Teachers (TECAT) to renew their certificates. Beginning that same year, the ExCET was administered as a requirement for certification for new teachers and administrators or those seeking additional certification. The ExCET is a series of 64 subject and program-specific competency tests covering pedagogy and content that must be completed in relevant areas before certification. The Texas Oral Proficiency Test (TOPT) is also required of Spanish or French bilingual teachers and teachers of other languages since 1991.

Chart 3

State Mandated Testing of Teachers



In 1984, the Pre-professional Skills Test (PPST) was first administered to teacher education program applicants. Texas was one of only 23 states that had implemented testing of teachers by 1984. The PPST was replaced in 1989 by the Texas Academic Skills Program (TASP). In 1986 all teachers and administrators were required to take the Texas Examination of Current Administrators and Teachers (TECAT) to renew their certificates. This was also the first year the Examination for the Certification of Educators in Texas (ExCET) was administered to new teachers. By 1986, 39 states had implemented teacher testing. Beginning in 1991, the Texas Oral Proficiency Test (TOPT) was required for bilingual teachers and teachers of other languages.

Outcomes For Teacher Education

State Board of Education Goals (SBOE)	Council of Chief State School Officers (CCSSO)	National Association of State Directors of Teacher Education and Certification (NASDTEC)
Student Learning: All students will achieve their full educational potential.	***Instructional Delivery:*** The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development. ***Student Diversity:*** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. ***Communication Techniques:*** The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. ***Assessment Strategies:*** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.	***Instruction:*** The teacher elicits through effective teaching strategies, materials, and/or equipment the learning levels expected of students by the local school district in developmentally appropriate, culturally sensitive, basic and higher order, challenging, and integrated subject matter including, but not limited to, reading and language arts, mathematics, science, humanities, history, geography, and healthy lifestyles. ***Student Development:*** The teacher considers, accommodates, and integrates the cognitive, linguistic, intellectual, physical, emotional, psychological, and social developmental characteristics of students. ***Readiness for School:*** The teacher translates and aligns classroom expectations, climate, and instructional practices with students' stages of readiness and developmental characteristics. ***Assessment:*** The teacher develops assessments and interprets, applies, and reports the results of prekindergarten experiences and levels of functioning and classroom, district, state, and national assessments that measure readiness for school and the implementation of the school curriculum and its standards of performance for the teaching assignment.
Curriculum and Programs: A well-balanced and appropriate curriculum will be provided to all students.	***Critical Thinking and Problem Solving Skills:*** The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. ***Motivation:*** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	***Curriculum:*** The teacher analyzes and organizes into daily, weekly, monthly, and yearly teaching units developmentally appropriate, culturally sensitive, basic and higher order, challenging, and integrated subject matter including, but not limited to, reading and language arts, mathematics, science, humanities, history, geography, and healthy lifestyles.

Outcomes For Teacher Education

State Board of Education Goals (SBOE)	Council of Chief State School Officers (CCSSO)	National Association of State Directors of Teacher Education and Certification (NASDTEC)
Personnel: Qualified and effective personnel will be attracted and retained.	***Knowledge Base:*** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.	
Organization and Management: The organization and management of all levels of the educational system will be productive, efficient, and accountable.	***Instructional Planning:*** The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.	***Resource Management:*** The teacher plans, schedules, and manages roles, objectives, phases, and milestones of teaching assignments in the public schools.
Finance: The financing of public education will be adequate, equitable, and efficient.		
Parent Responsibility: Parents will be full partners in the education of their children.		***Home, School, and Community:*** The teacher plans and contributes in providing social and emotional support to parents, exchanging information with them, improving and promoting parent-child interaction, and nurturing family involvement in the students' education at home and in school.
Community and Business Partnerships: Businesses and other members of the community will be partners in the improvement of schools.	***Supports:*** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.	***Support Services:*** The teacher recognizes needs and refers students and their families to available in-school and community support service agencies. ***Youth Service:*** The teacher organizes, operates, and continuously improves a youth service program.
Research, Development, and Evaluation: Instruction and administration will be improved through research that identifies creative and effective methods.	***Reflective Practice:*** The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.	***School Improvement:*** The teacher identifies, interprets, generates, and measures student readiness for school, group and individual student developmental data, school improvement solutions, and progress. ***Technology:*** The teacher correlates, integrates, and applies computer-supported learning and management systems in classroom teaching.
Communications: Communications among all public education interests will be consistent, timely, and effective.		

In addition to assessment of the prospective teacher upon entering the program and as a requirement for certification upon completion of the program, the Texas Teacher Appraisal System (TTAS) was implemented in the 1987 school year to continually assess teacher effectiveness in the classroom. Teachers are evaluated on instructional strategies, classroom management and organization, presentation of subject matter, learning environment, and professional growth and responsibility. The appraisal process is linked to continued professional development by identifying the needs of teachers at the campus level. The SBOE Policy Statement on Professional Preparation and Development seeks to strengthen this link by focusing professional development on emerging needs and individual professional goals of teachers.

Because even the best standardized tests cannot adequately measure teacher performance, the CSOTE task force is exploring ways for teachers to demonstrate mastery of important knowledge and skills through multiple evaluations in a variety of settings. Pencil and paper tests with multiple choice and essay questions and personal interviews are appropriate for measuring knowledge of subject content and pedagogy, and understanding of child development. However, these traditional assessment strategies are not sufficient for measuring less tangible qualities such as (1) skill applying one's knowledge about teaching, (2) competence in performing the roles and functions required in a particular teaching position, (3) effectiveness in attaining the expected student outcomes, or (4) productivity in exceeding expected learning gains by students.

The CSOTE task force envisions using a variety of assessment measures to determine proficiency in the outcome areas. A comprehensive performance-based teacher evaluation system based on the basic skills test, subject area content and pedagogy tests, and appraisal system could be expanded to include indicators from sources such as teacher and student portfolios. The task force recommends continued use of the TASP for admission to all teacher education programs and the ExCET for initial certification. They recommend modifying the TTAS or developing a new appraisal system to reflect the new outcome-based standards. A teacher portfolio system for assessment would complement the standardized tests and appraisals. The teacher portfolio might include videotapes, sample lessons, products, and documentation of professional involvement. The final component of the teacher assessment system is student learning. Student portfolios could be used to demonstrate the amount learned, level or kind of learning achieved, or that students are assuming responsibility for their own learning.

Enhancing Professional Performance

Enhancing professional performance is one of four major legislative initiatives for the 73rd legislative session approved by the State Board of Education. This legislative initiative includes the following proposal for enhancing professional performance through professional staff development.

Provide Time for Effective Campus Based and Focused Professional Development and Staff Collaboration

Extend teacher contracts to increase professional development time by 5 days each year to 20 days in the 1997 school year, while maintaining 180 instructional days.

Compensate staff for professional staff development days at no less than the average daily salary rate for Texas teachers.

Require use of the site based decision-making committees, through the campus improvement plan, to design professional staff development targeted on improved student achievement, including collaboration, training, campus improvement planning, use of the reflective process regarding professional practices and individual research projects.

Develop expertise of campus staff to be able to plan, implement and follow up on their professional development programs.

In addition to providing time for professional development and collaboration, the professional development recommendation incorporates use of the site based decision-making committees to design professional staff development targeted on improved student achievement. As a result, ongoing professional development to meet specific local needs will become a part of the campus improvement plan.

Teaching Experience and Teacher Turnover

Number of Districts	AEIS Group			Average Years of Experience	Percent w/ No Prior Experience	Turnover Rate
163	Less than 1,000 Pupils	Below Average Wealth	Less than 40% Low Income	11	6.6	13.4
188			More than 40% Low Income	11	7.0	15.5
122		Above Average Wealth	Less than 40% Low Income	12	5.4	14.2
114			More than 40% Low Income	11	6.8	16.6
80	1,000 to 3,000 Pupils	Below Average Wealth	Less than 40% Low Income	11	6.2	13.5
101			More than 40% Low Income	11	7.6	15.0
35		Above Average Wealth	Less than 40% Low Income	12	4.2	11.6
29			More than 40% Low Income	12	4.9	12.8
59	3,000 to 10,000 Pupils	Below Average Wealth	Less than 40% Low Income	11	6.0	12.3
43			More than 40% Low Income	11	7.2	12.6
32		Above Average Wealth	Less than 40% Low Income	12	5.7	11.8
5			More than 40% Low Income	13	2.8	9.3
17	More than 10,000 Pupils	Below Average Wealth	Less than 40% Low Income	11	6.2	10.8
30			More than 40% Low Income	11	6.9	10.6
19		Above Average Wealth	Less than 40% Low Income	11	4.9	10.6
7			More than 40% Low Income	12	6.8	11.1
1050	State Total			11	6.3	11.8

Number of Districts	ESC Region		Average Years of Experience	Percent w/ No Prior Experience	Turnover Rate
38	I	Edinburg	10	8.3	11.8
43	II	Corpus Christi	11	5.8	12.7
41	III	Victoria	13	5.7	12.3
55	IV	Houston	11	7.4	12.0
29	V	Beaumont	13	4.9	10.7
57	VI	Huntsville	11	7.1	13.7
98	VII	Kilgore	12	5.2	12.0
48	VIII	Mt Pleasant	12	4.8	10.2
40	IX	Wichita Falls	12	5.1	11.0
79	X	Richardson	12	5.7	11.5
77	XI	Fort Worth	11	5.9	11.2
78	XII	Waco	11	7.2	13.7
56	XIII	Austin	11	4.7	10.9
43	XIV	Abilene	11	5.5	12.2
44	XV	San Angelo	12	3.6	10.9
67	XVI	Amarillo	12	5.9	12.7
61	XVII	Lubbock	11	6.4	13.3
33	XVIII	Midland	11	6.9	13.7
13	XIX	El Paso	11	7.3	9.6
50	XX	San Antonio	12	6.1	11.0

Districts are assigned to one of 16 categories based on enrollment, whether they are above or below the state average for district wealth, and whether they are above or below 40 percent economically disadvantaged students. These categories are used to group data in the Academic Excellence Indicators System (AEIS) report so that each district's values can be compared to a group of districts with similar characteristics.

Districts are also grouped geographically by the 20 education service center regions. Average years of experience of teachers ranges from a low of 10 years in the Edinburg region to a high of 13 years in the Victoria and Beaumont regions. Districts in the Edinburg region also have the highest percent of teachers with no prior teaching experience — 8.3 percent, but their turnover rate is at the state average of 11.8. This is consistent with the high growth rate of the region.

Policy-making Roles

To accommodate the shift to an outcome-based institutional accountability system, the SBOE has addressed the makeup of the CSTP and the different roles of the SBOE, the CSTP, and the commissioner of education in relation to professional educator preparation and certification. Most states have a standards board similar to the CSTP, with anywhere from 7 to 50 members. Chart 4 compares the membership of the CSTP and the typical standards board.

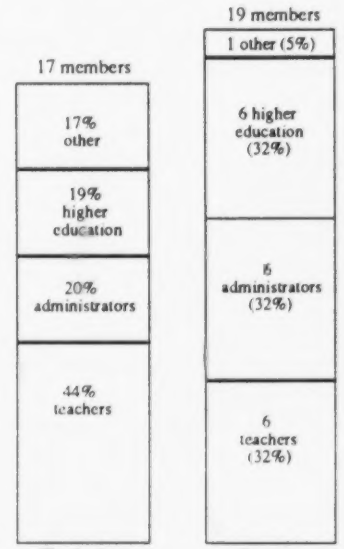
The SBOE is proposing changes in policy-making roles of the SBOE, CSTP, and commissioner of education in the areas of program approval and coordination. The SBOE has proposed that the CSTP focus on the future direction of professional educator preparation programs and make recommendations to the SBOE regarding outcomes, performance indicators, standards, and certification requirements. The SBOE will assume responsibility for adopting recommendations of the CSTP and approving all professional educator preparation programs. Administrative functions would be transferred to the commissioner of education. These changes would align the role of the CSTP more closely with those of standards boards in other states. The standards board approves programs in only two other states and conducts site visits in only three other states. The table on pages 18 and 19 compares the current and proposed roles of the CSTP with the roles of standards boards nationwide.

Conclusion

Texas continues to struggle with the goals of preparing more teachers to meet the increased demand caused by growth, building a teaching force that better reflects the diversity of the state's population, and assuring that teachers are better prepared to teach in the diverse classrooms that characterize Texas public schools. In their Policy Statement on Professional Preparation and Development adopted in September 1992, the SBOE proposed achieving these goals by developing a variety of programs to prepare qualified individuals for the education profession. The outcome-based institutional accountability system will provide institutions of higher education with the flexibility to design a variety of undergraduate degree preparation programs and alternative certification programs to meet the diverse needs of prospective teachers and respond to the changing needs of students. The same outcomes will apply to alternative certification programs offered through ESCs and school districts. These preparation programs will develop as one facet of a comprehensive plan for professional education and development that links preparation and professional development through collaborations between institutions of higher education and schools.

The SBOE is scheduled to adopt in March 1993 rules that include a time line for implementing an outcome-based institutional accountability system for professional educator preparation programs. The CSTP has already drafted outcomes and standards for beginning teachers for review by educators across the state. If the proposed time line is adopted, prospective teachers will enter programs approved under the new system in the 1995 school year and will receive the first certificates issued under the new system in 1998.

Chart 4
Commission on Standards for the Teaching Profession Membership



The Commission on Standards for the Teaching Profession (CSTP) currently has 19 members, six of whom are teachers. The typical standards board has fewer members but more teachers. It also has more members in the category "other," which includes representatives of business, the general public, and other agencies or boards. One member of the CSTP is a representative of the Texas Higher Education Coordinating Board.

State Policy-Making Roles for Professional
A Comparison of

Program Approval. Approving programs for professional educator preparation offered by institutions of higher education and conducting site visits of the programs.

The Commission on Standards for the Teaching Profession (CSTP) approves professional educator preparation programs at institutions of higher education and conducts site visits of the programs. The State Board of Education (SBOE) approves alternative certification programs and centers for professional development and technology. The commissioner of education conducts site visits of the alternative programs and centers.

The SBOE is reconsidering policy-making roles as it moves to an outcome-based system for approving professional educator preparation programs. The following are proposed roles for the SBOE, CSTP, and commissioner of education:

CSTP — recommend to the SBOE program outcomes, performance indicators, assessments, and levels of accreditation; review and comment on accreditation reports prepared by the commissioner

SBOE — adopt an institutional accountability system, outcome-based standards, and performance indicators; establish levels of accreditation and determine the accreditation status of all programs

Commissioner of Education — monitor programs, conduct site visits, and make recommendations to the SBOE regarding revision of program accreditation ratings

Standards boards nationwide
- approve programs in 3 states
- conduct site visits in 4 states
- play an advisory role related to program approval in 24 states

Curriculum. Determining curricula for professional educator preparation programs offered by institutions of higher education.

The SBOE determines course requirements for professional educator preparation programs with the advice and assistance of the commissioner of education and the CSTP.

Standards boards nationwide
- determine curricula in 2 states
- play an advisory role regarding curricula in 13 states

Entry and Exit Requirements. Setting professional educator preparation program entry and exit requirements.

The SBOE sets entry and exit requirements for professional educator preparation programs with the advice and assistance of the commissioner of education and the CSTP.

Standards boards nationwide
- set entry and exit requirements in 3 states
- play an advisory role regarding entry and exit requirements in 16 states

Educator Preparation and Certification
Texas and the Nation

Licensing. Granting, renewing, and rescinding licenses for teachers and administrators, including emergency and alternative licenses; and determining license reciprocity among states.

The SBOE prescribes rules governing the certification of teachers and other education professionals with the advice and assistance of the commissioner of education and the CSTP. The commissioner administers issuance of teaching certificates and permits through the Texas Education Agency and the 20 regional education service centers.

Standards boards nationwide
- grant and renew teachers' licenses in 5 states
- play an advisory role regarding licensing in 26 states

Ethics. Monitoring professional practices.

The Teachers' Professional Practices Commission (TPPC), a separate commission appointed by the governor, is responsible for monitoring professional practices. The CSTP plays an advisory role in relation to this commission. A code of ethics and standard practices is developed by the TPPC and adopted by the SBOE. The commissioner of education provides administrative, support, and legal assistance to the TPPC.

Standards boards nationwide
- monitor professional practices in 5 states
- play an advisory role in 16 states

Coordination. Coordinate with other agencies, including making recommendations to other agencies.

The state legislature, SBOE, CSTP, and Texas Higher Education Coordinating Board all regulate teacher education programs. Neither the SBOE nor the CSTP has authority over decisions of the coordinating board. Three members of the SBOE serve on a joint advisory committee with the coordinating board.

The SBOE plans to more aggressively coordinate with the CSTP and the coordinating board to insure agreement on (1) criteria for program approval, (2) long-range goals for teacher education and (3) uniform and consistent interpretation of statutes.

The SBOE has also asked the CSTP to focus on raising the level of visibility of professional educator preparation programs within institutions of higher education.

The standards board in most states has an advisory relationship with other state agencies, most commonly the state board of education and/or the state department of education. A few have an advisory relationship with the higher education board or agencies governing related services such as health services.

Teaching Experience and Teacher Turnover

Number of Districts		Average Years of Experience	Percent w/ No Prior Experience	Turnover Rate
Growth from School Year 1991 to 1992				
315	Declining Pupils	12	6.1	12.9
338	0% to 3%	12	6.4	11.5
222	3% to 6%	11	5.9	11.3
104	6% to 10%	10	7.3	12.1
71	Over 10%	9	7.8	15.7
Percent Economically Disadvantaged				
118	Under 20%	11	5.3	11.2
179	20% to 30%	11	6.2	11.2
234	30% to 40%	11	5.6	12.4
354	40% to 60%	11	6.8	11.7
121	60% to 80%	12	6.6	12.6
44	Over 80%	11	7.7	11.7
TAAS: Percent Passing All Tests Taken				
220	Under 37%	11	7.4	12.0
201	37% to 44%	11	6.5	12.4
231	44% to 50%	11	5.8	12.3
203	50% to 57%	11	5.8	11.2
195	Over 57%	11	5.2	10.6
Average SAT Score				
220	Under 810	12	6.6	11.9
209	810 to 860	11	7.4	12.0
215	860 to 910	11	6.3	11.9
227	Over 910	11	5.0	10.9
179	No Students Tested	11	8.1	17.3
Average ACT Score				
257	Under 18.25	12	6.9	12.4
208	18.25 to 19.5	11	7.6	12.5
212	19.5 to 20.5	11	5.9	11.4
271	Over 20.5	11	5.6	11.2
102	No Students Tested	10	7.9	16.9
1050	State Total	11	6.3	11.8

Growth rate is the growth or decline in student enrollment from the prior year. Although faster growing districts do have a less experienced teaching force and larger proportion of teachers with no prior experience than districts with slow or no growth, the difference is not as great as might be expected. This may be due in part to the ability of districts in suburban areas, which have experienced high rates of growth for the past two years, to attract experienced teachers from neighboring districts and former teachers returning to the profession.

There is little difference in average teacher experience in districts with few economically disadvantaged students and those in which the majority of students are economically disadvantaged. However, districts with a larger proportion of economically disadvantaged students have a larger proportion of teachers with no prior teaching experience.

There is no difference in average years of teacher experience for districts grouped by percent of students tested passing all sections of the Texas Assessment of Academic Skills (TAAS) test. Districts with higher passing rates, however, have fewer teachers with no prior teaching experience and lower teacher turnover rates. This same pattern is repeated when districts are grouped by Scholastic Aptitude Test (SAT) and American College Testing Program (ACT) scores. Districts with the lowest scores also have higher turnover rates and more teachers with no prior teaching experience.

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COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964 AS AMENDED; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED; AMERICAN DISABILITIES ACT OF 1990; AND THE CIVIL RIGHTS ACT OF 1991.

The Texas Education Agency shall comply fully with the nondiscrimination provisions of all Federal and State laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any educational programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status or a disability requiring accommodation (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency is an Equal Employment Opportunity/Affirmative Action employer.

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